Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course

Department: TEDU
Graduate Program: Proposed: Certificate Program in Gifted Education

Course Number & Title: EDFS 764: Social and Emotional Development of Gifted and Talented Students
Total hours/week: 45 contact hours/5 hours/9 weeks
Number of Credits Lectures: 3 hours graduate credit Lab: n/a

Will this course be cross-listed with an undergraduate or other graduate course? □ YES  X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered May 2010 – has been taught as Special Topics course EDFS 686- last offered in Fall 2009

Catalog description (Please limit to 50 words): This course extends basics of gifted learners’ nature and needs to in-depth study of theory and research on their social and emotional development and implications for guidance, counseling, and teaching. Students review research on affective characteristics, personality traits, family factors, special populations, and cultural and linguistic influences on student growth.

Prerequisites (or other restrictions)
Prerequisite: EDFS 760: The Nature and Needs of Gifted and Talented Students: Historical, Philosophical, and Current Perspectives and EDFS 761: Introduction to Curriculum and Instruction for Gifted and Talented Students

Rationale/justification for course (consider the following issues):

a. What are the goals and objectives of the course? Generally, the goals are to deepen teachers’ knowledge and understanding of what is similar and different in the social and emotional development of gifted and talented youngsters and how these similarities and differences impact teaching and learning; to ensure that teachers understand the individuality of gifted learners; to demonstrate effective strategies and approaches to address the unique social and emotional issues gifted and talented learners often experience; and to promote collaboration, leadership, and advocacy for gifted and talented youth. Specifically, the course objectives are to

If more space is needed for any section, please attach additional sheets to this form.

November 2007
o Understand how the asynchronous development and characteristics of the gifted learner are connected to his/her unique socio-emotional development.

o Be well-informed of the resulting socio-emotional needs of gifted students (e.g., underachievement, perfectionism, multi-potentiality).

o Identify differentiated guidance and counseling efforts that are key to the gifted learner’s well-being.

o Research special populations and the social emotional needs which may put some more at-risk of failure.

o Demonstrate affective curricular and instructional approaches which complement the social and emotional needs of gifted students.

o Match career guidance services with the needs of these youngsters.

o Be familiar with research on promising practices and interventions

b. How does the course support the mission statement of the department and the organizing principles of the graduate program? Here is TEDU’s mission: “The mission of the Teacher Education Department is to develop reflective, professional educators who collaborate with communities and families to enhance the quality of teaching and learning of all students through teaching, advocacy, and service. Through high quality undergraduate and graduate teacher education programs in early childhood, elementary, middle level, secondary, and special education, we are committed to fostering proficient practitioners through: (a) modeling professional dispositions, (b) providing professional knowledge aligned with applicable national, state, and institutional standards in learning environments enhanced by the appropriate use of technology, (c) researching effective principles of teaching and learning, and (d) collaborating with educators in the preparation and on-going professional development of master teachers.” The course focuses on knowing and understanding the gifted and talented learner so that his/her potential may be realized. National standards are the basis for planning the course content (NAGC is the National Association for Gifted Children and CEC is the Council for Exceptional Children). Knowledge of effective practice and integration of that knowledge into the public school classroom is essential for success in this course. Finally, the course is designed to develop critical thinking and advance student skills and knowledge, both goals congruent with graduate level work.

Are other departments affected by this course? □ YES  X NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

If more space is needed for any section, please attach additional sheets to this form.

November 2007  Page 2 of 4
Is this course part of a joint program? □ YES  ✗ NO  If yes, at what institution?

Method of teaching: Lectures, Discussion/seminar, demonstrations, individual and group research, projects and presentations

If more space is needed for any section, please attach additional sheets to this form.
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course. None are expected. This course has been taught as a special topics course several times.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course. No shifts are expected. This course has been taught as a special topics course several times.

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff- no additional staff required

b. Budget- none required

c. Library- current collection includes gifted education resources

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: ____________________________ Date: 11/11/09
Signature of Department Chair: ____________________________ Date: ____________
Additional Chair’s Signature*: ____________________________ Date: ____________
Signature of Schools’ Dean: ____________________________ Date: 11/11/09
Additional Schools’ Dean Signature*: ____________________________ Date: ____________
Signature of the Provost: ____________________________ Date: 11/24/2009
Signature of Budget Director**: ____________________________ Date: ____________

*For interdisciplinary courses.  **Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education ____________________________ Date: 12/9/09
Signature of Chair of Grad Council: ____________________________ Date: 12/18/09
Signature of the Faculty Secretary: ____________________________ Date: ____________

If more space is needed for any section, please attach additional sheets to this form.

November 2007
College of Charleston
EDFS 764: Social and Emotional Development of Gifted and Talented Students
2010
Three hours of graduate credit

Meeting Time and Place:
Class times/dates are TBA at North Charleston campus

Instructor's Name:
Julie Dingle Swanson, Ed. D.

Office Hours:
An hour before class on North campus T and W; Fridays 10-1; by appointment

Office Location:
School of Education, Health, and Human Performance, Room 218

Office phone/Fax/Email:
953-5106 953-8109 fax swansonja@cofc.edu

Course Prerequisite:
EDFS 761: Educational Procedures for the Gifted and Talented or permission of instructor

Course Description:
This course extends basics of gifted learners’ nature and needs to in-depth study of theory and research on their social and emotional development and implications for guidance, counseling, and teaching. Students review research on affective characteristics, personality traits, family factors, special populations, and cultural and linguistic influences on student growth (Proposed course).

Course Text/Materials:

Course Outcomes:
All teacher preparation programs in the EEHP are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the EEHP Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and, 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become a more effective teacher.
Course outcomes are derived from the standards set forth by the CEC (Council for Exceptional Children), the NAGC (National Association for Gifted Children) and the NCATE (National Council for the Accreditation of Teacher Education). These standards define expectations for the EEHP. The course outcomes, organized by the Elements of Teacher Competency, follow:

**Course Outcomes:** At the conclusion of this course, the student will

1. Understand how the asynchronous development and characteristics of the gifted learner are connected to his/her unique socio-emotional development (NAGC-CEC standards 3 and 6),
2. Be well-informed of the resulting socio-emotional needs of gifted students (e.g., underachievement, perfectionism, multi-potentiality) (NAGC-CEC standards 2, and 3).
3. Identify differentiated guidance and counseling efforts that are key to the gifted learner’s well-being (NAGC-CEC standards 4, 8, and 10).
4. Research special populations and the social emotional needs which may put some more at-risk of failure (NAGC-CEC standards 5, 6, and 7).
5. Demonstrate affective curricular and instructional approaches which complement the social and emotional needs of gifted students (NAGC-CEC standards 4, 5, and 7).
6. Match career guidance services with the needs of these youngsters (NAGC-CEC standards 3 and 4).
7. Be familiar with research on promising practices and interventions (NAGC-CEC standards 9 and 10).

**Course Requirements:** In order to differentiate for you and individualize learning outcomes more in line with your particular learning needs and interests, you will have some choice as to which assignments you will complete for your final grade. Core assignments are required for all; these are marked with a *. Other assignments are provided as choices for you. Additional details including criteria for assessment are found in the assignment packet.

**Core assignments: 1, 2, 3, and 12**

1. **Reflective E. Journal Responses: 15 points**- Drawing on the Delisle and Galbraith text and/or another resource developed for gifted learners, you will select three to five ideas/activities/strategies and conduct those with gifted students in your school. You will keep an electronic journal reflecting on what you learned during those activities relative to social and emotional issues of your students. A specific format will be provided to guide your reflection in particular areas. **Due ---**
2. **Support Plan: 20 points** - In this assignment, you will design a plan to support gifted students as they face challenges created by their unique social/emotional needs. The plan will be a 5-10 hour sequence of support experiences for a group of gifted students. Your support plan will be organized as an informal “unit” of study, with a guiding issue or question which focuses the planned experiences, with specific objectives, description, and planned assessment. More details are provided in the assignment packet. 

Due ---.

3. **Seminar Assignment: 15 points** - You will read one of four books from the Practical Strategies Series in Gifted Education. You and a partner will present key understandings with the class on one of the four books: 1) *Motivating Gifted Students*, 2) *A Menu of Options for Grouping Gifted Student*, 3) *When Gifted Students Underachieve: What you can do about it*, 4) *Social and Emotional Teaching Strategies*. You will create a PowerPoint presentation to share key information for parents, educators, and students; strategies and tips to address the topic/issue; and important resources included in the book.

**Seminar One:** due ---.

**Seminar Two:** due ---.

**Seminar Three and Four:** due ---.

**Required assignments for those not endorsed in gifted education:**

4. **Building Background Knowledge of the Nature and Needs of Gifted Students: 15 points** - This assignment is for those in this course who are not endorsed in gifted education. Utilizing information from the CD Rom for Nature and Needs, you will complete the following readings and written assignments:

**Strand Two:** Read *Davis and Rimm*. Review the characteristics checklists. Respond to Journal Question Two. (3 points)

**Strand Four:** View Strand 4’s “Content & Readings” PowerPoint; *Callahan (1995)* Article; *SC Best Practices Manual Chapter Eight*. Respond to Journal Questions #1 and #2 (6 points)

**Strand Six:** Read the following articles in the Counseling Needs section: *Colangelo (2002); Greene (2002); Olenchak (2001)*. Respond to Counseling Needs- Journal Question 2. (6 points)

Due ---.

**Choices for additional points:**

5. **Research article review: 10 points** - select a specific area for targeted reading and read three articles from scholarly
journals. Complete a two page review of each. Rubric will be provided. **Due ---.**

6. **Web review- 10 points-** Locate three websites that are specific to the social and emotional issues for gifted youngsters. Using a specified review format, you will review and share the highlights with the class. Rubric will be provided. **Due ---.**

7. **Affective teaching strategies- 10 points-** Using resources outside of those provided by the course instructor, compile a toolbox of 5-10 teaching strategies that can be used by teachers and/or counselors to address the affective development of your gifted youngsters. Rubric will be provided. **Due ---.**

8. **Parent sessions/resources- 10 points-** Create a series of 2-3 GT parent sessions addressing a pertinent social/emotional issue. As part of the sessions, compile a bibliography for parents with useful resources. Rubric will be provided. **Due ---.**

9. **Career and College counseling sessions/resources- 10 points-** Create 3-5 sessions specifically designed to counsel gifted students relative to career and college decision-making. As part of the sessions, create a bibliography of useful resources. Rubric will be provided. **Due ---.**

10. **Book review- 15 points-** Read and review a book relevant to one or more of the course topics. Rubric will be provided. **Due ---.**

11. **Action research project –20 points-** Design and implement a brief action research project in your classroom or school exploring an issue relevant to this course. Rubric will be provided. **Due ---.**

**Required for all:**

12. **Final Assessment: 10 points-** You will complete a final assessment in which you demonstrate deep and comprehensive understanding of course content. **Due final exam period TBA.**

Specific descriptions of assignments including criteria for evaluation found in assignment packet.

**Evaluation Scale:**

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<td>B+</td>
<td>88-92</td>
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<td>B</td>
<td>83-87</td>
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**Evaluation Criteria:** Each assignment counts as the following percentage of your grade.

- Reflective E Journal Responses: 15%
- Support Plan: 20%
Seminar Assignment 15%
Contracted Assignments 40%
Final 10%
Total 100%

Resource Reading List:

Attendance Policies: Please note that we have reviewed the EEHP attendance policy during the first class meeting. The instructor in this course will adhere to that policy. Adherence to this attendance policy means that any student with absences in excess of 15% of class time will be dropped from this course. Coming to class late and leaving early are noted and will be considered as time absent from class.

Honor System: Students in this course must adhere to the College of Charleston Honor Code. Any Honor Code violation will result in an XF for the course.

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

Tentative Course Calendar: (date and specific topic and assignments for each course meeting)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Class One</td>
<td>Introduction and course overview</td>
<td>Cross, pp. 1 -26</td>
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<td>NAGC standards on Socio-emotional Guidance and Counseling</td>
<td>Delisle &amp; Galbraith, Chapters 1 and 2</td>
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<td>Gifted children: who they are and why</td>
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<td>Social and Emotional Characteristics of</td>
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<td>Gifted Children that may pose challenges (Reis and Moon)</td>
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<td>Colangelo: Counseling Gifted and</td>
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<td>Talented Students</td>
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Class Two
Models and strategies (Reis and Moon)
Gifted children: who they are and why
-Erikson: Theory of Psychosocial Development
-Mixed Messages
-suicide and the gifted youngster
Cross, pp. 27-54
Delisle & Galbraith, Chapter 3

Emotional Dimensions of Giftedness

Class Three
Character Analysis
Guiding Gifted Children
-guidance and support
-practical advice
-communication and relationships
-identity
Share- research reviews; web reviews.
Cross, pp. 55-78
Delisle & Galbraith, Chapter 5
Research Article Reviews

Promising Practices and Interventions Parenting (Olszewski-Kubilius)
Counseling Needs and Strategies (Moon)
Career Counseling for Gifted (Greene)
Web Reviews

Discuss Support Plan Assignment

Class Four
Seminar One: Social and Emotional Teaching Strategies
Cross, pp. 79-92
Delisle & Galbraith, Chapter 4

Class Five
Seminar Two: Grouping Gifted Students
Gifted Children Today
-generational issues
-global influences
-technology
-Columbine
Cross, 93-120
Delisle & Galbraith, Chapter 7

What is “affective education”?
Developing questions using Krathwohl et.al’s Affective Taxonomy
Strategies: Classroom environment

Class Six
Seminar Three: When Gifted Students Underachieve
CROSS, 121-141
Delisle & Galbraith,
Students
Rage, bullies, and suicide

Chapter 6

Reflective Journal Due

Gifted students with special needs:
Students from poverty, CLD, ADHD,
LD, Creatively gifted, African
American, Gay/Lesbian/Bisexual,
Males, Females (Neihart, et.al)

Strategies: Bibliotherapy and
cinematherapy

Class Seven
Continue: Special populations
discussion and case analysis

Work- Support Plans

Class Eight
Trends and Issues
Share choice projects

Work- Support Plans

Class Nine
Course evaluation
Presentation of Plans
Critical feedback from peers

Final
Final assessment

Cross, 143-160
Affective Teaching
Strategies Toolbox
Parent sessions/Resources
Career/College Counseling
sessions

Delisle & Galbraith,
Chapter 8
Book review
Action Research Project
Support Plan due

Exam period for course